

# SCHOOL IMPROVEMENT GRANTS IN LODGE GRASS & PRYOR SCHOOLS

PRESENTATION TO THE CROW LEGISLATURE – 1/21/11

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**[opi.mt.gov](http://opi.mt.gov)**

**Montana**  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

# A Unique Opportunity

- The reality: achievement gaps, educational disparities and sense of urgency for our American Indian youth
- We are at an unique crossroads that we cannot afford to let slip through our fingers
- Federal support and national priorities
- State Superintendent Denise Juneau's commitment and leadership – “we cannot allow another generation to fail”
- Unprecedented collaboration at OPI, across divisions & across state agencies (DPHHS, Labor) and other entities (IHS)
- Leadership & momentum from school board trustees, educators, parents, and community members -- the time to act is now!



# The Montana Journey

- Strategic Directions in Summer 2009 – “Schools of Promise” (12 schools)
- “Schools & Communities Coming Together for Education” statewide tour (schools, tribal governments/colleges, etc.) – Fall 2009
- Dec. 2009 notification from US Department of Education on new SIG guidelines
- Development of state SIG plan and application, Jan – July
- Statewide SIG meetings in April & June : school applications due!
- Intense professional development and programming changes in August
- First semester completed – a learning process & HARD work

# 2009-2010 Criterion Referenced Test (CRT)

By reservation and urban districts (public schools only)

Average proficiency rates of American Indians / Grades 3-8 & 10 combined

	Reading	Math	Science
<b>Crow</b> (Pryor/Plenty Coups, Lodge Grass, Wyola, Hardin)	<b>39</b>	<b>14</b>	<b>11</b>
<b>Northern Cheyenne</b> (Lame Deer)	<b>33</b>	<b>13</b>	<b>5</b>
<b>Fort Peck</b> (Poplar, Brockton, Wolf Point, Frazer, Frontier)	<b>53</b>	<b>28</b>	<b>20</b>
<b>Fort Belknap</b> (Harlem, Hays-Lodge Pole)	<b>59</b>	<b>30</b>	<b>21</b>
<b>Rocky Boy</b> (Box Elder, Rocky Boy)	<b>53</b>	<b>28</b>	<b>16</b>
<b>Blackfeet</b> (Browning, Heart Butte)	<b>51</b>	<b>24</b>	<b>13</b>
<b>Flathead</b> (Arlee, Ronan, St. I., Polson, Dixon, Hot Springs, Charlo)	<b>72</b>	<b>38</b>	<b>38</b> 
<b>Havre</b>	<b>64</b>	<b>39</b>	<b>34</b>
<b>Helena</b>	<b>70</b>	<b>42</b>	<b>31</b>
<b>Butte</b>	<b>68</b>	<b>39</b>	<b>24</b>
<b>Bozeman</b>	<b>61</b>	<b>45</b>	<b>39</b>
<b>Missoula</b> 	<b>81</b>	<b>55</b>	<b>49</b>
<b>Great Falls</b>	<b>67</b>	<b>42</b>	<b>29</b>
<b>Billings</b>	<b>69</b>	<b>40</b>	<b>31</b>
<b>American Indian student state average</b>	<b>60</b>	<b>34</b>	<b>45</b>
<b>White student state average</b>	<b>87</b>	<b>71</b>	<b>63</b>

# 2009-2010 School Improvement Grants – Tier I Schools

## ***Persistently Lowest Achieving Schools***

### **Tier I.**

The lowest 5% (or five) of any Title I schools in improvement, corrective action, or restructuring, when calculating *Percent At Or Above Proficiency* with 3 years of Math and Reading, and sorted by *Percent At or Above Proficiency*, that:

- a. is ranked in the lowest 5%; or
- b. is a high school with a graduation rate of 60% or less in the prior year and one of two previous years.

[Click here for Montana's Definition of Persistently Lowest Achieving Schools](#)

This information is publically reported in compliance with Montana's application for School Improvement Grants.

District Number	District Name	District NCES	School Number	School Name	School NCES	Improvement Status	Percent At or Above Proficient	Rank
1213	Hays-Lodge Pole K-12 Schls	3013660	1551	Hays-Lodge Pole High Sch	00413	7th Year Identified for Restructuring	13.18 %	1
1190	Lodge Grass H S	3017040	0040	Lodge Grass High School	00534	6th Year Identified for Restructuring	14.39 %	2
0928	Frazer H S	3011460	1208	Frazer High School	00311	7th Year Identified for Restructuring	15.00 %	3
1214	Plenty Coups H S	3013360	1553	Plenty Coups High School	00398	7th Year Identified for Restructuring	15.48 %	4
1230	Lame Deer H S	3000095	1816	Lame Deer High School	00137	6th Year Identified for Restructuring	17.82 %	5
0021	Pryor Elem	3021720	1668	Pryor 7-8	00930	6th Year Identified for Restructuring	20.24 %	6
0021	Pryor Elem	3021720	0027	Pryor Elem School	00647	Identified for Corrective Action	20.51 %	7

# Tier I Schools Proficiency Rates in Reading & Math

Hays Lodge Pole HS

Lodge Grass HS

Frazer HS

Plenty Coups HS

Lame Deer HS

Pryor MS

Pryor Elem

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0%

13.18%

14.39%

15%

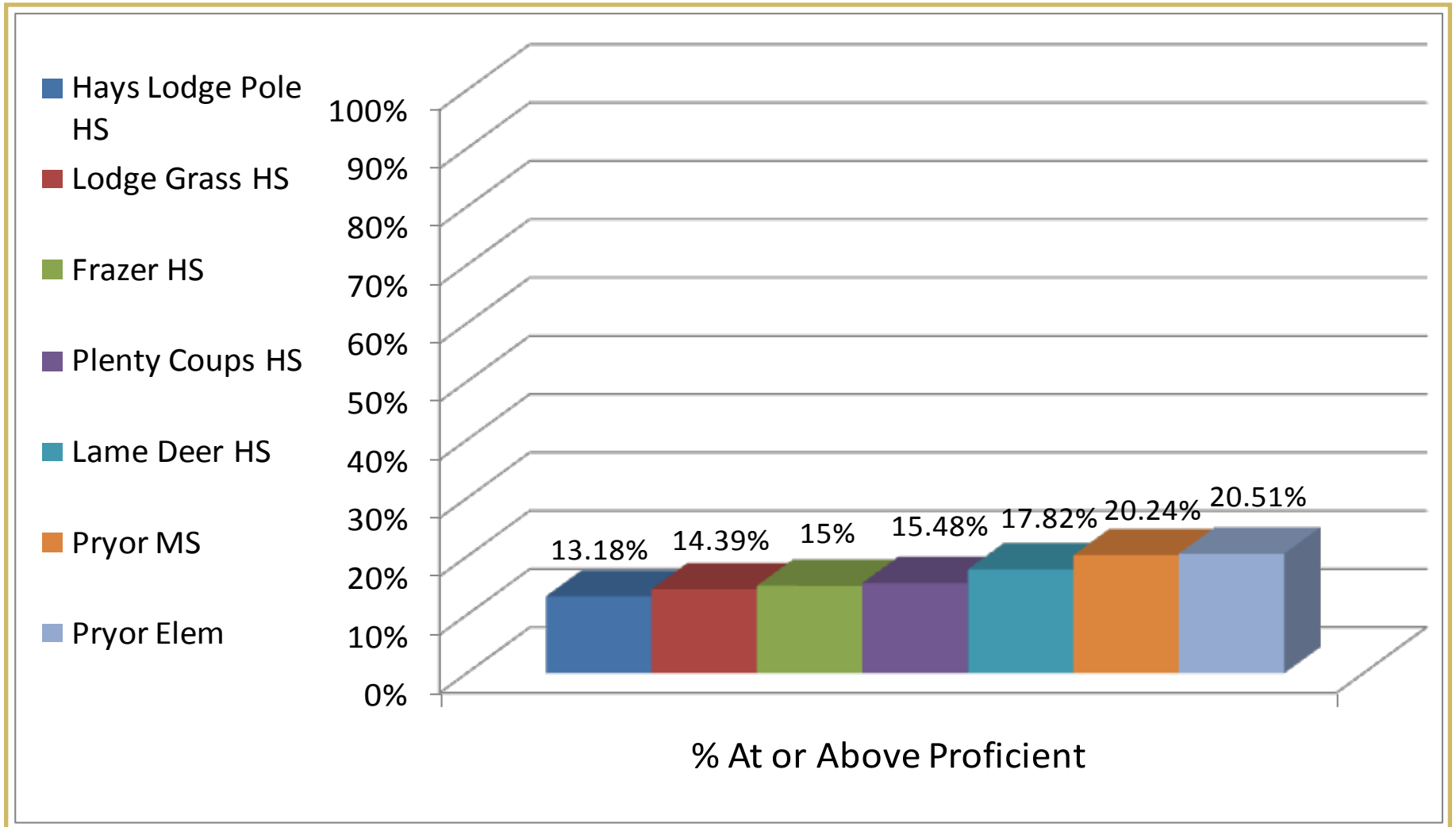
15.48%

17.82%

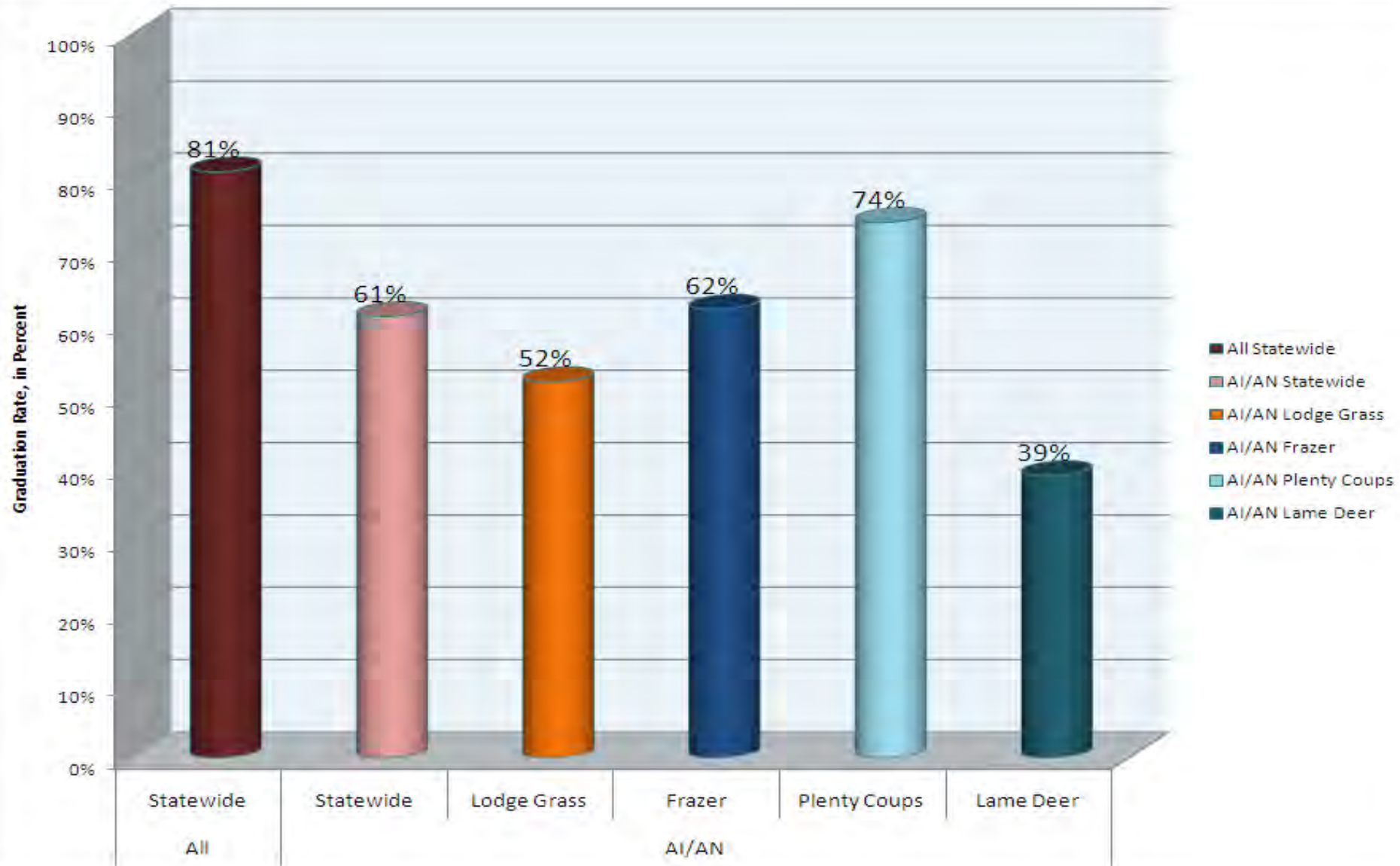
20.24%

20.51%

% At or Above Proficient



# Tier I Schools 2009 Graduation Rates



# THE FEDERAL GUIDELINES

THE FEDERAL GUIDELINES



# Intervention Models

Turnaround

Restart

Closure

Transformation

# Transformation Model Overview

## Teachers and Leaders

- Replace principal
- Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

All SIG Schools Came Together in April 2010 to:

- (1) Review Implementation Agreement and clarify main components of SIG requirements
- (2) Come to shared understanding of the next steps & timeline activities
- (3) Lay the groundwork for the OPI and local school districts' work together

# Implementation Agreement

- Clarifies the role of the school district and OPI
- Includes all the federal requirements of SIG
- Agreement needs to be signed by the School Board Chair and Superintendent by May 2010

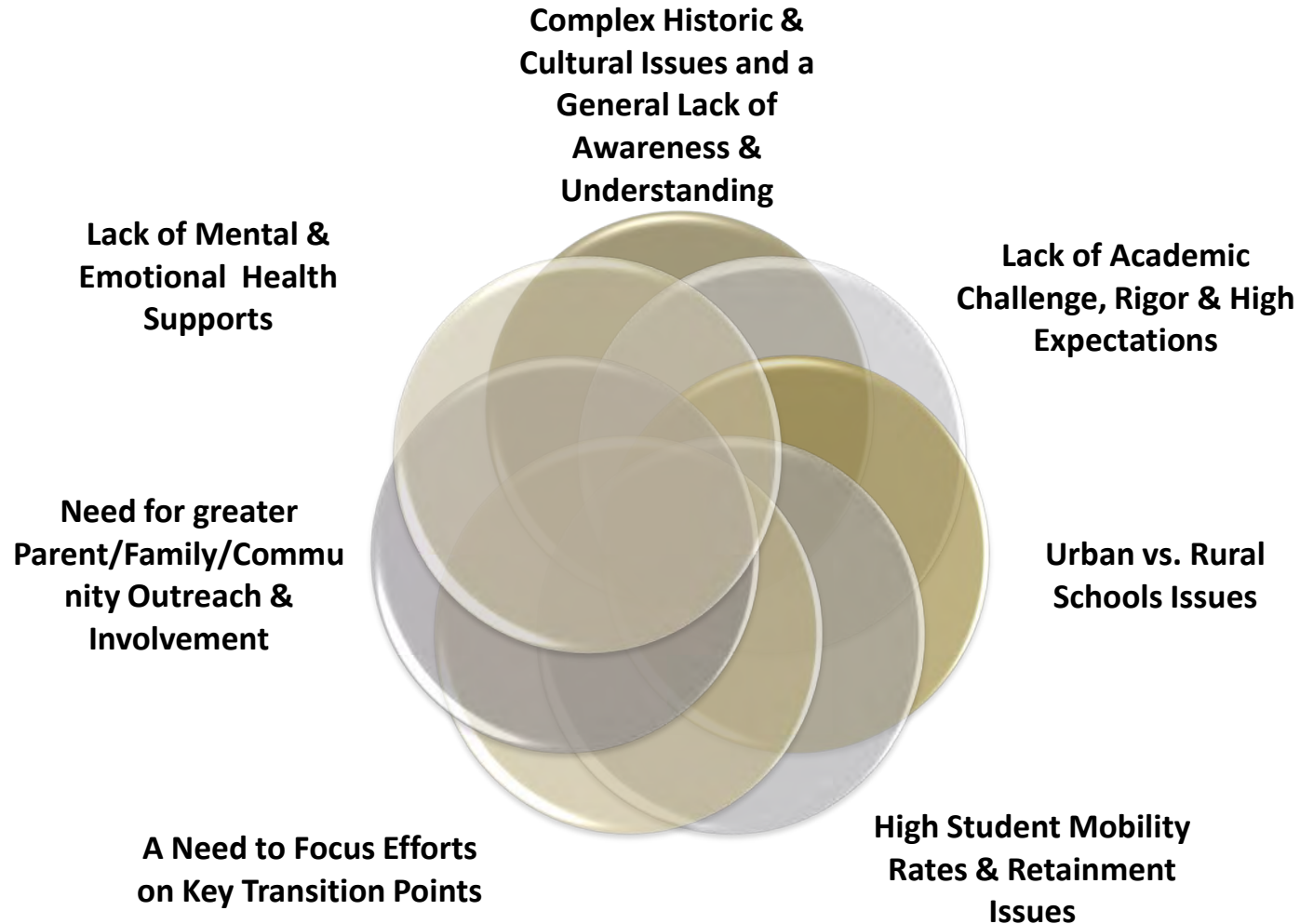
# THE MONTANA MODEL

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# An Unprecedented Collaboration

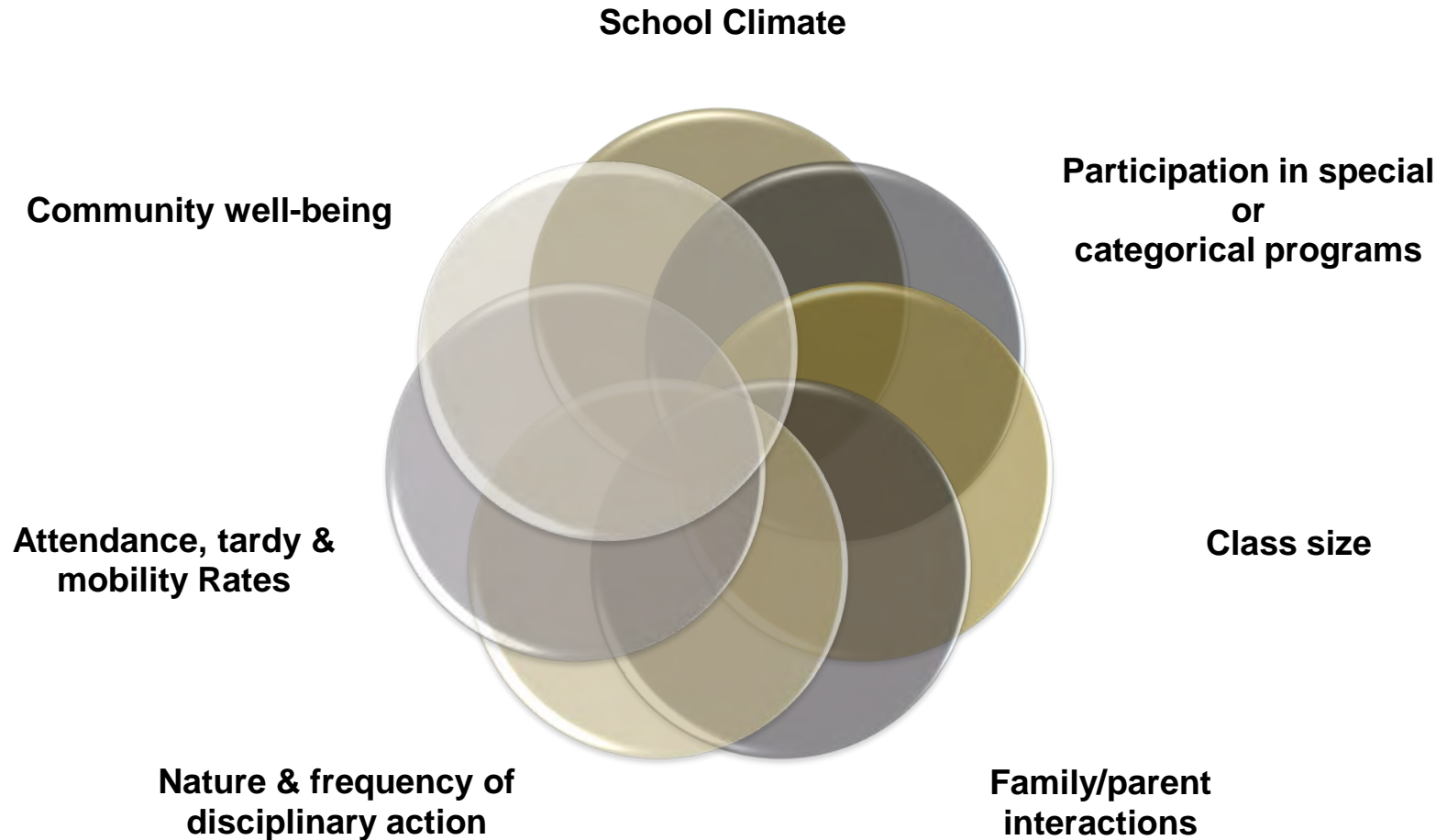
- Nothing like this has ever been done in Montana before
- This isn't a typical federal grant where we get money and cross our fingers in hope that it works
- We're building a collaboration to bring in state-of-the-art / research based practices & programs, resources, and expertise so our kids get the education they deserve
- Take in to consideration our unique population and their specific needs

# Issues & Factors to Consider



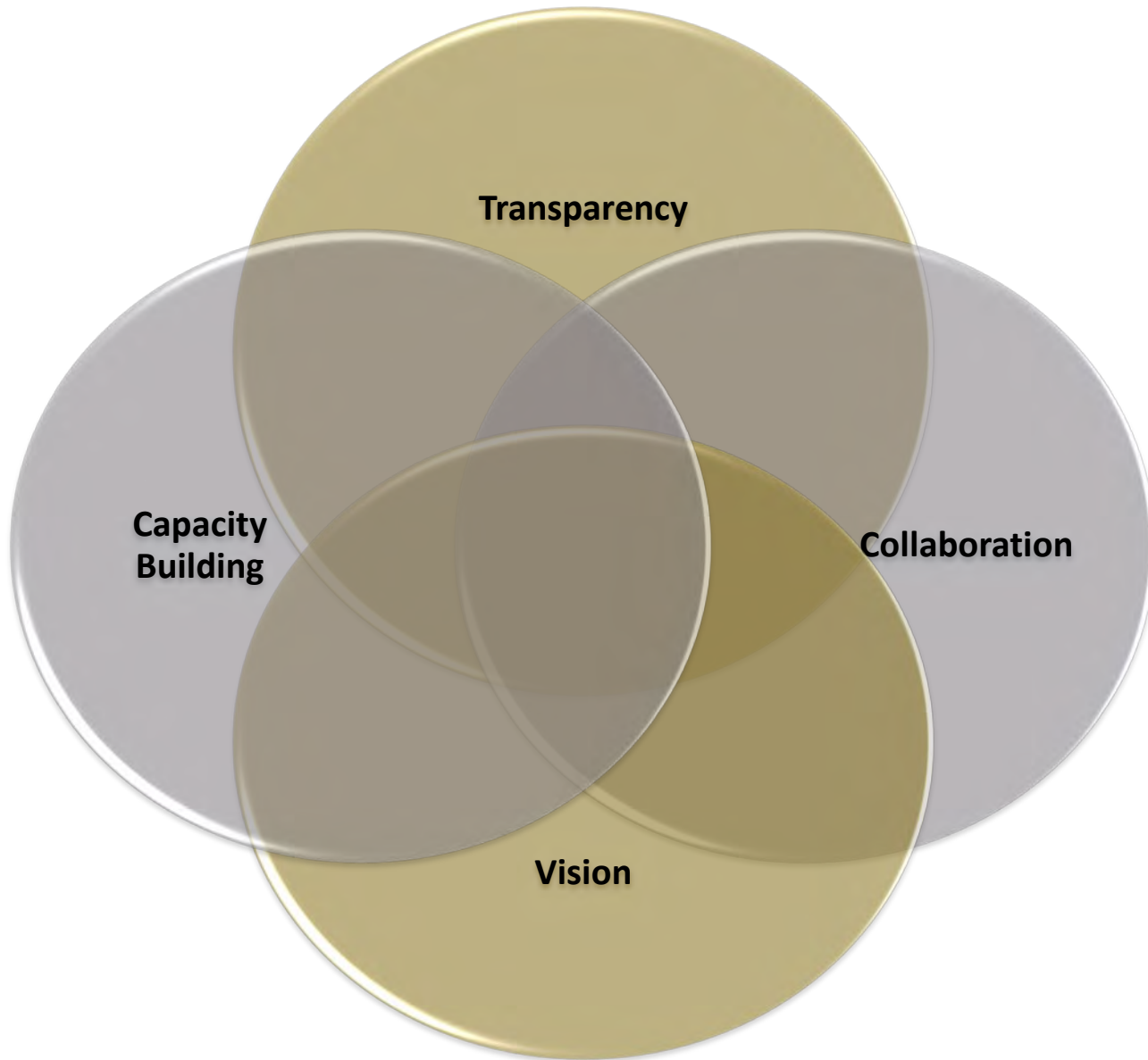
# But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:

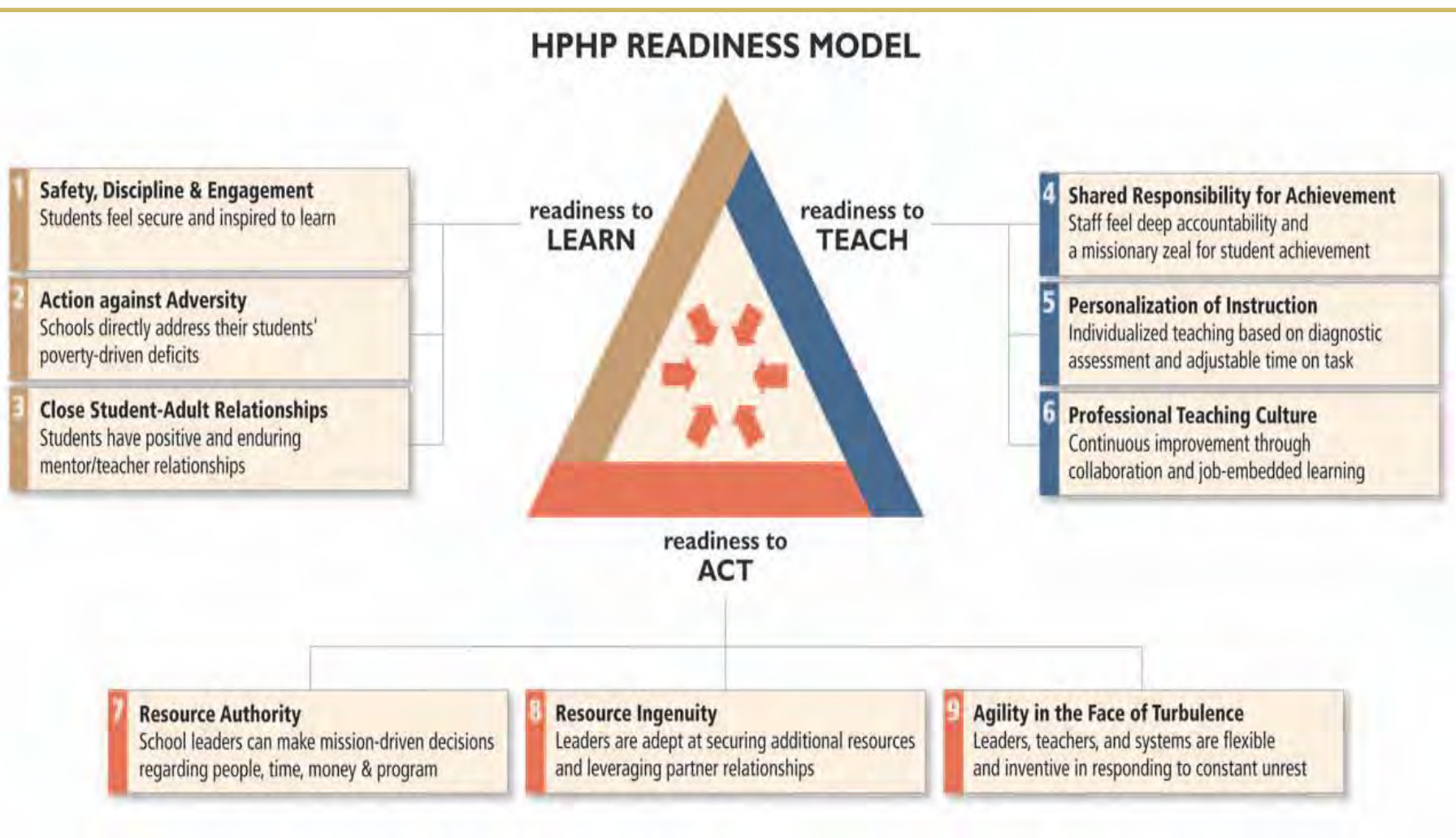




# Montana's SIG CORE VALUES



# High Performing-High Poverty Schools Readiness Model



# Readiness to Learn (Students):

- National Native Trauma Center – building compassionate schools (Primary & Secondary Trauma)
- Increasing access to additional mental/emotional health supports
- PE and Health Enhancement curriculum enhancement (including diabetes/obesity training)
- Student/Family survey and focus groups
- Creation of youth councils & student representation on all district committees
- Rewriting student handbooks with student input
- Ensuring fair application of school policies, including discipline
- Addressing issues of school climate – Montana Behavior Initiative
- Student incentive systems
- Digital academy coursework for remediation & advanced course offerings and dual enrollment
- Boys and Girls Club collaboration

# Readiness to Act

(Administrators, School Boards, School Business officers/clerks):

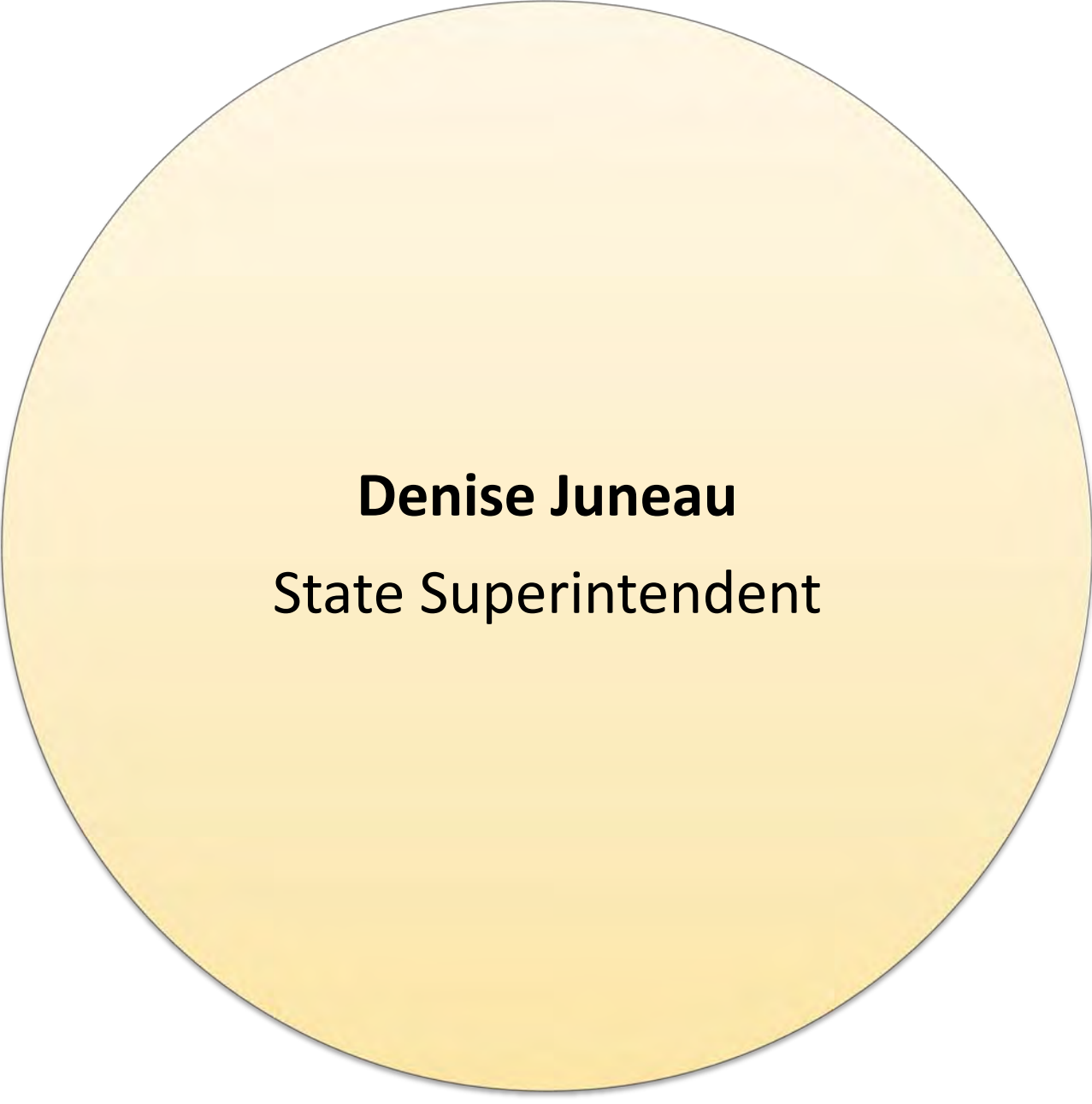
- Parent/Community representation on all school committees
- Community survey and focus groups
- Attendance by community liaisons at all area, agency, organization meetings
- Home visiting program & Solid Foundations support
- GED/Adult Education offerings
- Coaching for school board on effective policies, procedures and practices all aimed at increasing student achievement
- Fiscal responsibility/accountability coaching for Superintendents/School Business Clerks/School Trustees from OPI staff during regularly scheduled conference calls

# Readiness to Teach

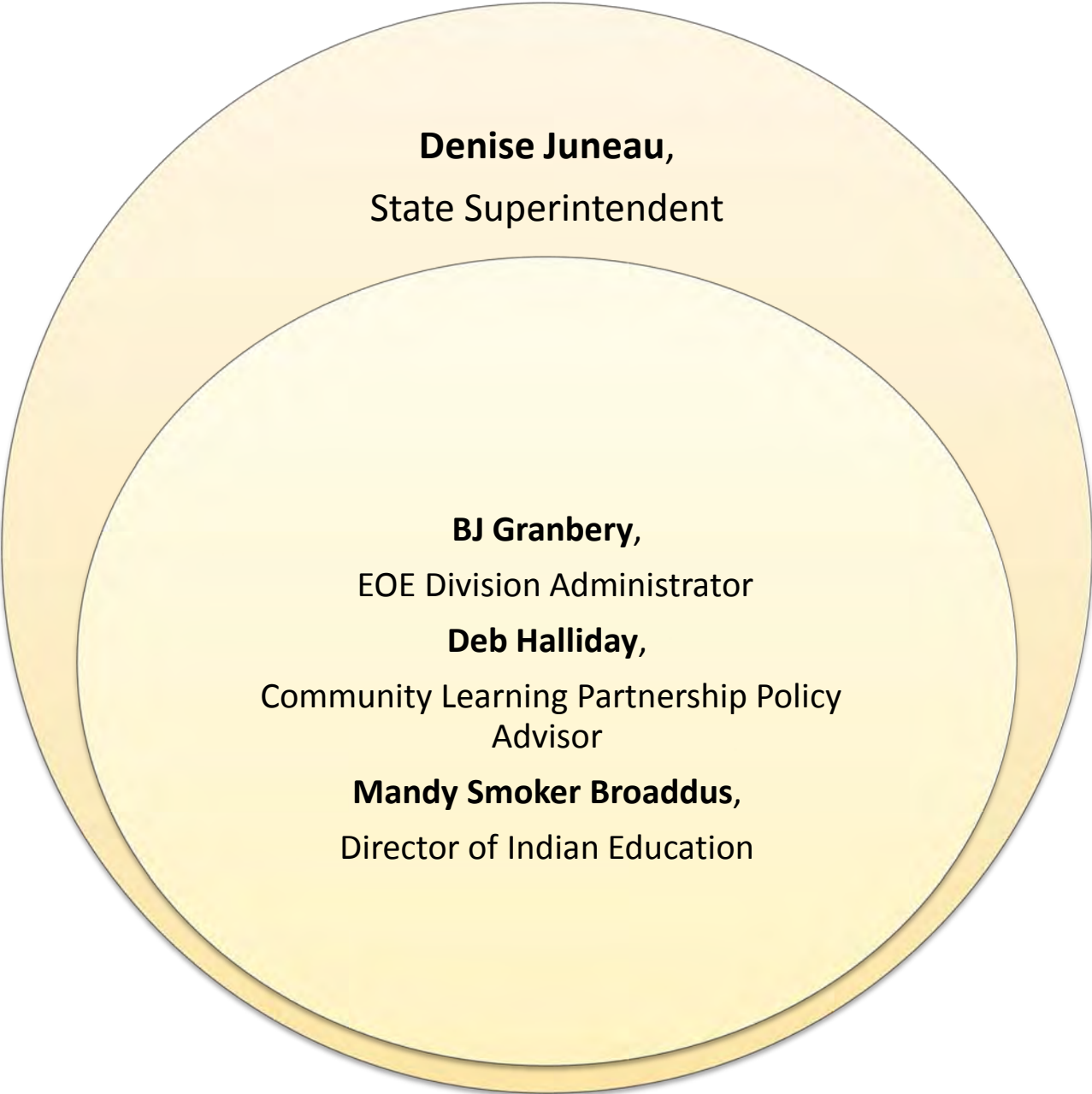
(Teachers, paraprofessionals, support staff):

- Secondary Trauma training & tools / support groups
- National Coalition Building Institute training
- Professional Learning Community training
- Professional development for Reading/Language Arts and math core programs & interventions
- Other pd over next three years: reading & writing across content areas, differentiated instruction, building formative/classroom assessments, LEP/ELP strategies, service learning, inquiry/place based pedagogy, Response to Intervention AND Indian Education for All/culturally relevant instruction
- Teacher/staff incentive systems
- Teacher/principal evaluation tool (with student growth as factor)
- Summer school programming with academic + cultural + experiential emphasis

# OPI SIG STAFFING STRUCTURE



**Denise Juneau**  
State Superintendent



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**BJ Granbery,**  
EOE Division Administrator

**Deb Halliday,**  
Community Learning Partnership Policy  
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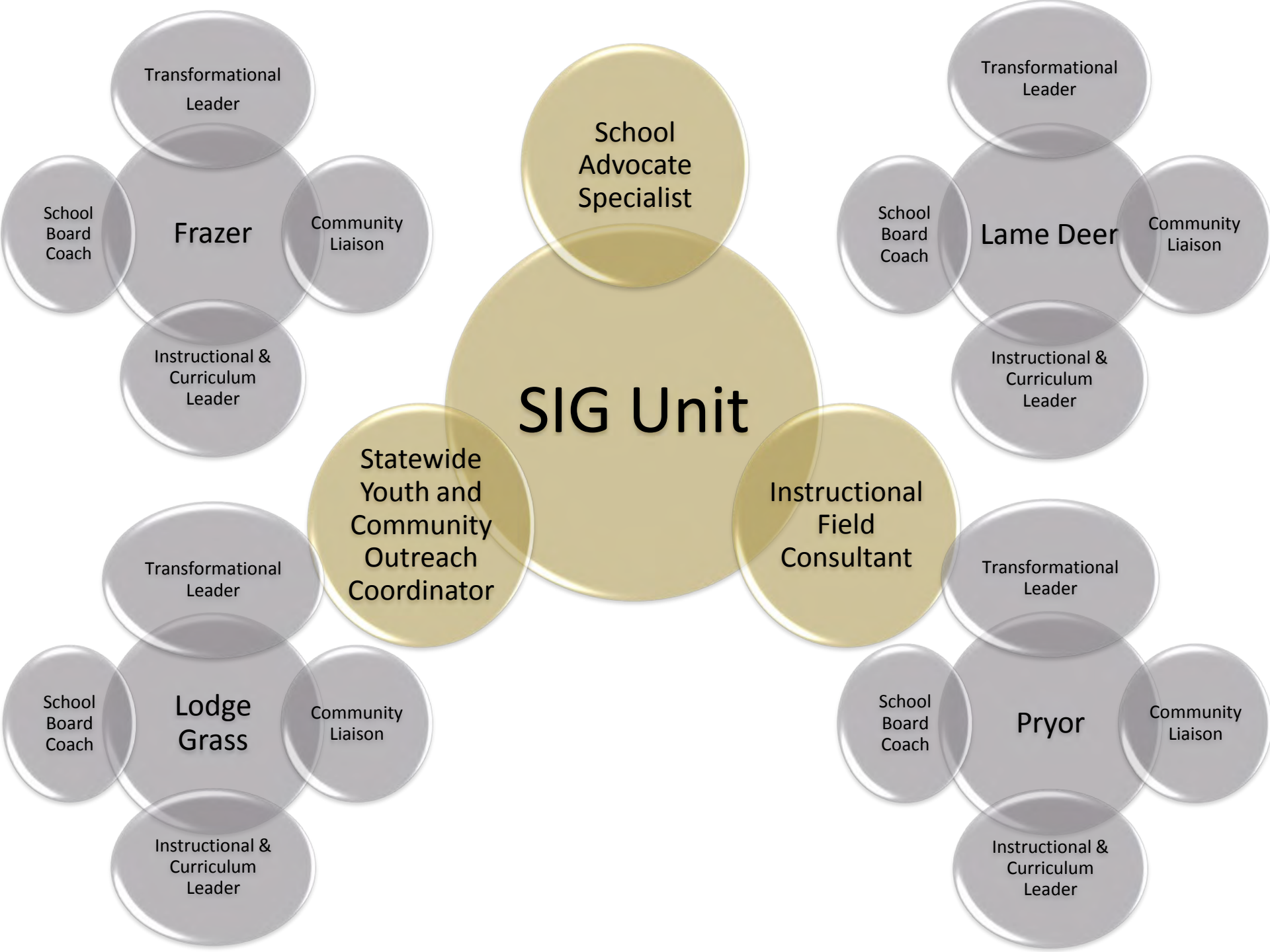


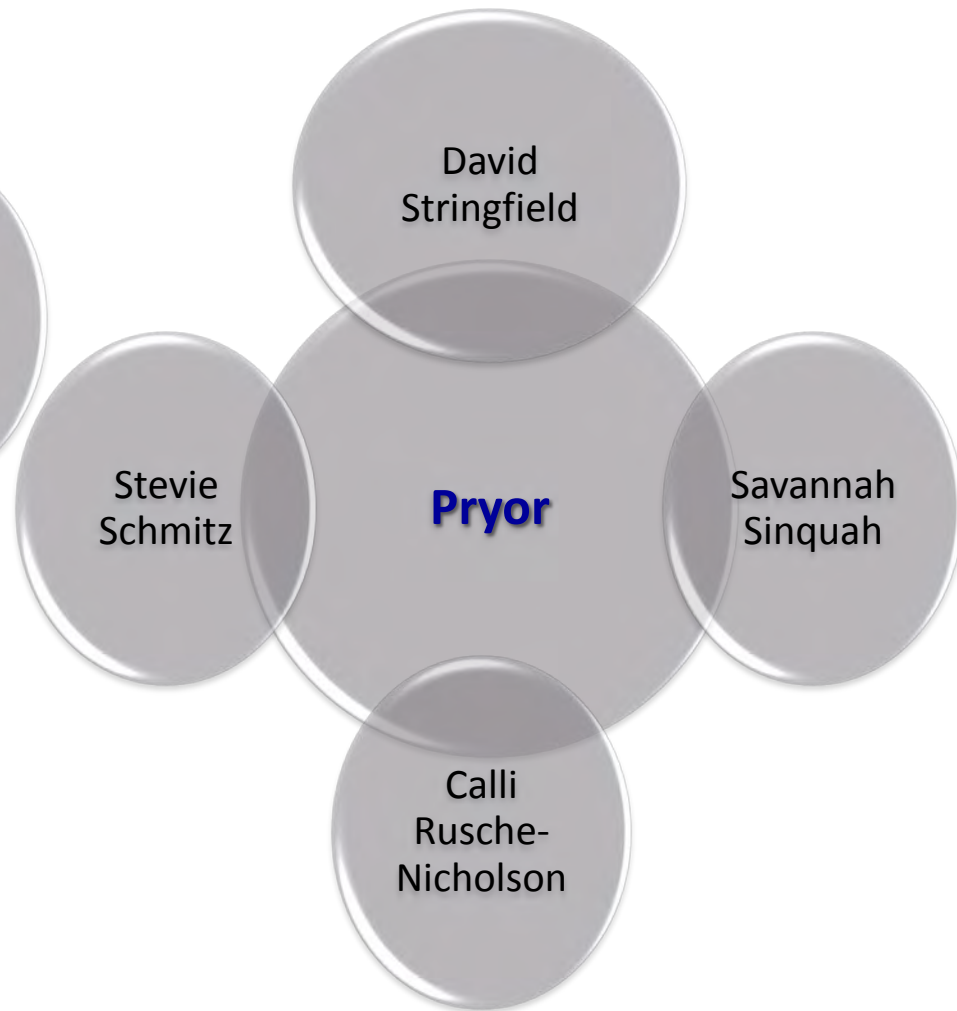
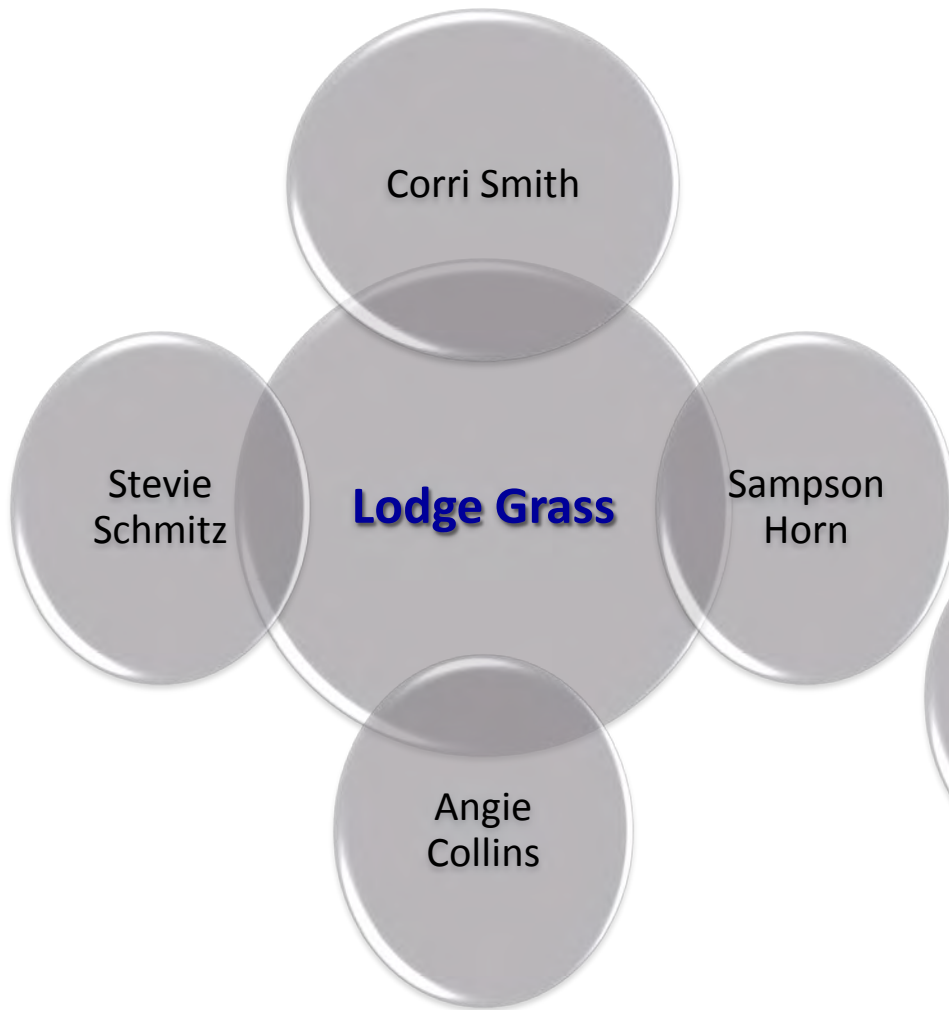


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